

AD-A130 616

SOCIALIZATION PRACTICES JOB SATISFACTION AND COMMITMENT

1/1

(U) ALFRED P SLOAN SCHOOL OF MANAGEMENT CAMBRIDGE MA

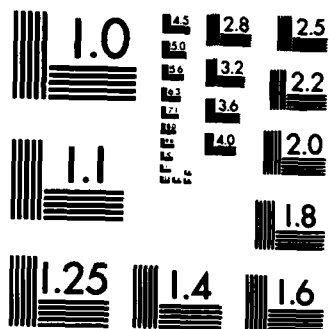
M R LOUIS ET AL. 1983 TR-ONR-16 N00014-80-C-0905

UNCLASSIFIED

F/G 5/9

NL

END

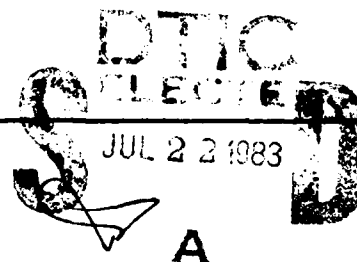


MICROCOPY RESOLUTION TEST CHART  
NATIONAL BUREAU OF STANDARDS-1963-A

REPORT DOCUMENTATION PAGE		READ INSTRUCTIONS BEFORE COMPLETING FORM
1. REPORT NUMBER TR ONR 16	2. GOVT ACCESSION NO. AD-A130	3. RECIPIENT'S CATALOG NUMBER 616
4. TITLE (and Subtitle)  Socialization Practices, Job Satisfaction and Commitment		5. TYPE OF REPORT & PERIOD COVERED
		6. PERFORMING ORG. REPORT NUMBER
7. AUTHOR(s)  Meryl R. Louis & Barry Z. Posner		8. CONTRACT OR GRANT NUMBER(s)
PERFORMING ORGANIZATION NAME AND ADDRESS Sloan School of Management MIT 50 Memorial Drive Cambridge, MA 02139		10. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS
CONTROLLING OFFICE NAME AND ADDRESS Office of Naval Research Organizational Effectiveness Group Code 442 Arlington, VA 22217		12. REPORT DATE
MONITORING AGENCY NAME & ADDRESS (if different from Controlling Office) Office of Naval Research Resident Representative MIT E19-628 Cambridge, MA 02139		13. NUMBER OF PAGES
DISTRIBUTION STATEMENT (of this Report)		15. SECURITY CLASS. (of this report)
		15a. DECLASSIFICATION/DOWNGRADING SCHEDULE

Approved for public release: distribution unlimited.

17. DISTRIBUTION STATEMENT (of the abstract entered in Block 20, if different from Report)
18. SUPPLEMENTARY NOTES
19. KEY WORDS (Continue on reverse side if necessary and identify by block number)  Socialization aids Job satisfaction Job commitment
20. ABSTRACT (Continue on reverse side if necessary and identify by block number)  This study compares the contribution of several socialization practices and activities typically available to help new employees become satisfied and committed organizational members. Results showed that socialization aids are not only differentially available and/or helpful but that their impact on subsequent job satisfaction, commitment and tenure intention varies.



AD A 130616

DTIC FILE COPY

ONR

N00014-80-C-0905

NR 170-911

Massachusetts Institute of Technology  
Sloan School of Management  
Cambridge, MA 02139

TECHNICAL REPORTS IN THIS SERIES

- TR-1 Edgar H. Schein. "Does Japanese Management Style have a Message for American Managers?"  
January, 1982, Sloan Management Review; Fall, 1981.
- TR-2 John Van Maanen. "Some Thoughts (and Afterthoughts) on Context, Interpretation, and Organization Theory"  
February, 1982.
- TR-3 John Van Maanen. "The Mobilization of Effort: Sergeants, Patrol Officers, and Productivity in an American Agency"  
February, 1982.
- TR-4 Lotte Bailyn. "Inner Contradictions in Technical Careers"  
March, 1982; Working Paper 1281-82.
- TR-5 John Van Maanen & Deborah Kolb. "The Professional Apprentice: Observations on Fieldwork Roles in Two Organizational Settings" (in S.B. Bacharach, ed.) Research in Organizational Sociology, Vol. 3., Greenwich, CT.: JAI Press, forthcoming (1983).  
June, 1982; Working Paper 1323-82.
- TR-6 Lotte Bailyn. "Problems and Opportunities for the Maturing Engineer"  
June 1982.
- TR-7 W. Gibb Dyer, Jr. "Patterns and Assumptions: The Keys to Understanding Organizational Cultures"  
June, 1982.
- TR-8 Lotte Bailyn. "Work and Family: Testing the Assumptions"  
August, 1982.
- TR-9 Jeanne Lindholm. "Mentoring: The Mentor's Perspective"  
September, 1982.
- TR-10 John Van Maanen & Stephen R. Barley. "Occupational Communities: Culture and Control in Organizations"  
November, 1982.
- TR-11 Lotte Bailyn and John T. Lynch. "Engineering as a Life-Long Career: Its Meaning, Its Satisfactions, Its Difficulties"  
November, 1982.

- TR-12 Edgar H. Schein. "The Role of the Founder in the Creation of Organizational Culture."  
March, 1983
- TR-13 Edgar H. Schein. "Organizational Culture: A Dynamic Model  
March, 1983
- TR-14 Barbara S. Lawrence. "Age Grading: The Implicit Organizational Timetable."  
April, 1983
- TR-15 John Van Maanen. "The Boss: First-Line Supervision in an American Police Agency" reprinted from Maurice Punch (ed.) Control in the Police Organization, MIT Press, 1983.  
April, 1983
- TR-16 Meryl R. Louis and Barry Z. Posner. "Socialization Practices, Job Satisfaction and Commitment." Presentation, Western Division, Academy of Management, March, 1983.  
April, 1983.



Accession For	
NAME	GEANI
NO	718
DATE	1983

A

**SOCIALIZATION PRACTICES,  
JOB SATISFACTION AND COMMITMENT**

**Meryl R. Louis  
Naval Postgraduate School  
Monterey, California**

**Barry Z. Posner  
Management Department  
University of Santa Clara  
Santa Clara, California 95053**

**Presentation**

**Western Division  
Academy of Management  
March, 1983**

---

**Approved for public release: Distribution unlimited.**

**Prepared with the support of:**

**Chief of Naval Research, Psychological Sciences Division (Code 452),  
Organizational Effectiveness Research,  
Office of Naval Research, Arlington, VA 22217,  
under Contract #N0014-80-C-0905: NR 170-911.**

**SOCIALIZATION PRACTICES,  
JOB SATISFACTION AND COMMITMENT**

**Abstract**

This study compares the contribution of several socialization practices and activities typically available to help new employees become satisfied and committed organizational members. Results showed that socialization aids are not only differentially available and/or helpful but that their impact on subsequent job satisfaction, commitment and tenure intention varies.

**SOCIALIZATION PRACTICES,  
JOB SATISFACTION AND COMMITMENT**

The socialization process in an organization has a major influence on individual, and consequently group and organizational, performance. Regardless of whether it is consciously or unconsciously planned and managed, socialization provides newcomers with considerable role-related and job-relevant learnings. It is the process of what Schein (1968) referred to a "learning the ropes". While few would deny these suppositions, controversy remains about the specific relationship between socialization activities and performance criteria. The more basic question is: "What makes for an effective organizational entry practice? Neither researchers nor practitioners have directly addressed this issue.

Van Maanen (Van Maanen, 1978) identified seven dimensions with which to characterize socialization or entry practices. From those dimensions and earlier work by Schein (1971) on types of newcomers' role responses (e.g. custodianship, role innovation), he developed a set of propositions linking characteristics of socialization practices to newcomers' responses in their jobs. These propositions were derived from examining the research literature and from examples of entry practices as they are manifested in organizations today. Little empirical verifications of these relationships has followed.

Louis (1980a) has argued that why and how some entry practices work, if in fact they do, can only be understood in light of the context of the newcomer's entry experience. Her model described typical features of an entry experience and the sense-making processes by which newcomers cope with their early job experiences. The model proposed that the entry experience is one in which newcomers are learning a culture. Newcomers must assimilate the unofficial



rules for sorting, labeling and interpreting experience by which the regular members of the setting know such things as who and what matters, which official rules are enforced, and relevant day to day priorities.

On the practitioner side, organizations spend a great deal of time and money to orient newly hired employees. There are substantial direct costs of indoctrination programs and indirect costs of having employees working below capacity while they learn the job and adjust to new surroundings. For example, it has been estimated that the payback period for professional staff members averages about 18 months. The payback period can be defined as the time at which the aggregate financial and other costs attendant to the hiring, orientation and adaptation of new employees have been recouped through the employee's contribution to organizational productivity. By definition, then, reduction of the payback period can be achieved by facilitating the adjustment of the new employee in the organization.

The study reported here represents an effort to compare alternative socialization (entry) practices and to determine their impact on subsequent employee performance attitudes. The first issue is largely descriptive and is an attempt to know more about which socialization practices are most readily available (or offered) to newcomers and, of these, which are perceived as being most helpful to "learning the ropes". The lack of such information does make the development of specific hypotheses somewhat tentative. Nonetheless, following the early work of Van Maanen (1978; Van Maanen & Schein, 1979) and Louis (1980a, 1980b) it seems reasonable to test the hypothesis that socialization practices will affect subsequent employee job satisfaction, commitment, and tenure intention.

## METHOD

### Sample

The sample consisted of 148 college graduates (business majors) from a private West Coast university. They were surveyed by mail and reported on their experiences in entering full-time career-related jobs approximately 8-10 months into their positions. All responses were voluntary and confidential. Questionnaires were returned by 103 respondents (along with 15 undeliverable surveys). Complete and usable questionnaires (that is, people working by their own admission, in "full-time career-related positions") were available from 91 respondents, for an effective response rate of 69 percent. The typical respondent was 23-25 years old and this was their first full-time (non-summer) employment experience. There were 61 men and 30 women in the sample.

### Measures

A list of potential socialization aids was developed that would encompass a wide range of activities in which a newcomer might engage and which could potentially contribute to their acculturation. The list was intended to provide a practical application of Van Maanen's (1978) earlier conceptual framework, and was also used by Louis (1980b). A panel of personnel managers, college placement officials, and recent hires reviewed the list for completeness and representativeness. The items presented were: Formal onsite orientation sessions, offsite residential training sessions, other new recruits (employees), a buddy relationship with a more senior coworker, mentor and/or sponsor relationship, your first supervisor, secretary or other support staff, daily interactions with peers while working, social/recreational activities with people from work, committees at work, business trips with others from work, company newsletter, and commuting (e.g., carpool, train, etc.).

Individuals were asked to indicate for each item whether it had been available to them in making the transition into the organization that they had entered after graduation. They were then asked to indicate, on a five-point scale (ranging from "not at all" to "a great deal"), the extent to which each of the items available to them helped them and contributed to their "learning the ropes" in their organization. Responses were used to indicate the perceived contribution of each socialization aid.

Three dependent variables were assessed: job satisfaction, commitment, and tenure intention. Two measures of job satisfaction were obtained following O'Reilly and Caldwell (1980). Respondents indicated how satisfied they were overall with their job and the extent to which they would prefer another, more ideal job. These two items were combined to form a job satisfaction index (coefficient alpha = .88). Commitment was measured using six questions from the Porter, Steers, Mowday, and Boulian (1974) index. Respondents indicated, using 7-point Likert scales, whether they agreed or disagreed with statements assessing perceptions of loyalty to the company, willingness to work hard to achieve organizational goals, and acceptance of organizational values (coefficient alpha = .84). Tenure intention was assessed using the two-item measure provided by O'Reilly and Caldwell (1980). Respondents indicated, on a 5-point scale, the likelihood of working for the organization in 3 years (Kraut, 1975), and estimated, on a 7-point scale ranging from less than 1 year to more than 10 years, how long they planned to remain with the organization. These two items were combined to form an index of tenure intention (coefficient alpha = .91). O'Reilly and Caldwell also referred to this as a measure of behavioral commitment.

## RESULTS

Means and standard deviations for the helpfulness of each socialization aid are presented in Table 1. Also shown are the percentage of respondents reporting that the particular socialization aid was available.

---

Insert Table 1 About Here

---

As Table 1 documents the three most important socialization aids were interaction with peers, senior coworkers, and one's supervisor. Peers and supervisors were the two most available aids for organizational newcomers. "Buddy" relationships with senior coworkers were available to slightly more than half of the respondents. Other new recruits also seemed to play an important role in helping newcomers become acclimated.

Onsite orientation sessions were reported by about one in every four as being available, and were viewed as moderately helpful in learning the ropes. Offsite residential sessions were available to just about half of the newcomers but were reported to contribute relatively little assistance in learning the ropes. Secretary or clerical support staff personnel appeared to make a substantial contribution, although this source of assistance was mentioned by only 2 of every 5 newcomers. Mentors were also not readily available, but when they were mentioned newcomers felt they provided important socialization assistance. Social and recreational activities with people from work was mentioned by a majority of newcomers as available and of moderate assistance. The remaining potential aids such as business trips, committees at work, commuting, and a company newsletter were reported to have been infrequently available to newcomers, and of negligible acculturation assistance.

Table 1

## Contribution of Socialization Aids to Acculturation

	$\bar{X}$	S.D.	% <sup>a</sup>
Peers	4.38	.68	84
Senior Coworkers	3.77	1.25	54
Superiors	3.69	1.34	78
Secretary	3.63	1.26	40
New Recruits	3.35	1.38	58
Onsite Sessions	3.26	1.42	26
Mentor	3.23	1.39	32
Social Activities	3.04	1.28	53
Business Trips	2.91	1.42	26
Offsite Sessions	2.69	1.55	48
Company Newsletter	2.35	1.35	36
Committees	2.08	1.12	12
Committing	1.87	1.25	16

<sup>a</sup>Percentage of respondents indicating socialization aid was available.

Correlations were computed between each socialization aid and job satisfaction, commitment, and tenure intention. This analysis, reported in Table 2, identifies significant relationships between the contribution to acculturation of each aid and newcomers' responses to the job. It should be remembered that these outcome measures were obtained after 8-10 months on-the-job and in most cases were probably independent of the respondent's affective feelings about each socialization aid.

---

Insert Table 2 About Here

---

Job satisfaction was significantly correlated with senior coworkers, supervisor, offsite sessions, and business trips. Commitment was significantly correlated with six socialization aids: peers, senior coworkers, supervisor, onsite sessions, offsite sessions, and business trips. Tenure intention was correlated with peers, supervisor, offsite orientation sessions, and business trips.

Mentors were not significantly correlated with job satisfaction, commitment, or tenure intention. In addition, secretary, other new recruits, social activities, communicating, committees, and the company newsletter were not significantly correlated with any of the three measures of newcomers' reactions to the job. Interestingly, often negative correlations (although not statistically significant) were found when newcomers reported these particular socialization aids helpful in learning the ropes.

#### DISCUSSION

The study sought to determine: (1) what kinds of socialization aids (practices, experiences, people) were available to organizational newcomers,

Table 2  
Correlations Between Socialization Aids, Job Satisfaction,  
Commitment, and Tenure Intention

	Job Satisfaction	Commitment	Tenure Intention
	$\bar{X} = 3.11$ S.D. = 1.13 $\alpha = .88$	$\bar{X} = 4.93$ S.D. = 1.11 $\alpha = .84$	$\bar{X} = 2.50$ S.D. = 1.35 $\alpha = .91$
Peers	.10	.23*	.22*
Senior Coworkers	.37**	.48***	.19
Supervisor	.28**	.38***	.29**
Secretary	-.25	-.02	-.07
New Recruits	.07	.08	.01
Onsite Sessions	.05	.42***	.15
Mentor	.24	.11	.04
Social Activities	.22	.22	.22
Offsite Sessions	.54***	.42***	.40**
Business Trips	.51***	.44**	.48***
Commuting	.08	-.03	-.17
Committees	.02	-.23	-.15
Company Newsletter	-.10	.19	-.07

Note: N's vary for each socialization category.

\*p < .05

\*\*p < .01

\*\*\*p < .001

(2) to what extent these various aids contributed in helping the newcomer become acculturated, and (3) how certain socialization aids were associated with subsequent newcomer work attitudes (i.e., job satisfaction, commitment and tenure intention). A number of interesting conceptual and pragmatic suggestions emerge from the findings of this study.

The level of contribution to acculturation of "daily interactions with peers while working" (Peers) was highest of all aids, the variance was lowest (indicating respondent consensus), it was available to more respondents than any other aid, and was significantly correlated with commitment and tenure intention. Such interactions contribute towards people staying even if their job may not be particularly satisfying.

This finding seems consistent with conceptual models of socialization which postulate the importance of "accommodation" and "sense-making" in which the newcomer learns what the organization is truly like (Louis, 1980a; Feldman, 1976). That this socialization aid should play so prominent a role is testimony to the impact of day-to-day events and interactions which affect individuals' feeling of comfort and competency. This aid may also tap newcomer's feelings of being accepted by their relevant reference group. This occurs, of course, as the newcomer learns and adopts the group's norms (Homans, 1960). Unfortunately, despite its importance, it is unclear to what extent organizations are consciously involving the "peers" of newcomers in their socialization efforts. Similar arguments might also be made in regards to "a buddy relationship with a more senior coworker" as an aid to effective socialization and positive newcomer attachments to the job and organization.

There has been considerable emphasis on the impact of the first supervisor on the new employee's job performance and overall adaptation to the organization (Berlew & Hall, 1966; Kotter, 1973). Consequently it is not too



surprising to find the supervisor to be a major contributor to acculturation. He/she is generally quite available and helpful. These factors contribute in turn to significant correlations between the supervisor's contribution and subsequent job satisfaction, commitment and tenure intention.

The importance of mentors or sponsors in an individual's career has also received considerable attention (Clawson, 1980); although the data provide minor or mixed support for such an assertion. For example, the availability of mentors was not particularly great, although when available their contribution was highly valued. The role played by the mentor in subsequent newcomer reactions to the job/organization was negligible. It is possible that the impact of having a mentor takes more time to show either attitudinal or behavioral (e.g., promotion) consequences. It is more likely that mentors may wait until the newcomer has had sufficient time to demonstrate his or her savvy (for instance, by learning the ropes on their own) before initiating or responding to sponsorship or protege relationship interactions.

Generally the most formal and planned socialization aids used by organizations are the various onsite orientation sessions and offsite residential training sessions. The impact of these efforts are somewhat ambiguous. Relatively few (26%) participated in formal onsite sessions, although this is probably due to the white-collar or professional nature of their positions. Consider the fact that almost 50 percent participated in residential offsite orientation sessions. Participation in offsite sessions was clearly associated with positive newcomer reactions even if they also felt these sessions to contribute little to socialization per se. Possibly, however, this effect on attitudes is due to the symbolic and ceremonial nature of these events. Selection may signal that this participant has been noticed, "cut the mustard", "paid his (her) dues", and is "on the team" (Rosenthal &

Mezoff, 1980). Many of these same messages may be transmitted in onsite sessions (Gomersall & Myers, 1966) as it seems that for some newcomers commitment was associated with this socialization aid. It should be noted that there is considerable variance among respondents, however, in regards to the helpfulness of offsite and onsite sessions. It is no doubt important to know more about the content and process of these aids before making more specific organizational recommendations.

Overall, the findings underscore the critical importance of people (versus activities) in helping newcomers become acculturated. Having other people to watch, listen to and talk with on the job appears to be most helpful in aiding new employees as they learn the ropes. In particular it seems that insiders are more helpful than outsiders in this process. It also seems that socialization aids which are more informal and arise in response to newcomers' concerns may be more useful than those which occur in advance or in anticipation of newcomers concerns. These findings lend tentative support to hypothesis proposed by Louis (1980a) that effective socialization (sense-making) practices involve primarily insiders and in-response experiences. Accordingly how organizations and individuals can encourage and support functional interactions between newcomers and significant insiders (e.g., peers, senior coworkers) and facilitate less formal and standardized experiences is a key area for future study.

## REFERENCES

- Berlew, D. E., & Hall, D. The socialization of managers: Effects of expectations on performance. Administration Science Quarterly, 1966, 11, 207-223.
- Clawson, J. G. Mentoring in managerial careers. In C. Brooklyn Derr (Ed.) Work, Family and the Career. NY.: Praeger, 1980.
- Feldman, D. C., A practical program for employee socialization. Organizational Dynamics, 1976, 5, 64-80.
- Gommersall, E. R., & Myers, M. S. Breakthrough in on-the-job training. Harvard Business Review, 1966, 44 (4), 62-72.
- Homans, G. The Human Group. NY: Harcourt, Brace, 1960.
- Kotter, J. P. The psychological contract: Managing the joining-up process. California Management Review, 1973, 15, 91-99.
- Louis, M. R. Surprise and sense making: What newcomers experience in entering unfamiliar organizational settings. Administrative Science Quarterly, 1980a, 25, 226-251.
- Louis, M. R. Learning the ropes: What helps new employees become acculturated? Paper presented at the Academy of Management meetings (Detroit), 1980b.
- O'Reilly, C., & Caldwell, D. F. Job choice: The impact of intrinsic and extrinsic factors on subsequent satisfaction and commitment. Journal of Applied Psychology, 1980, 65, 559-565.
- Porter, L., Steers, R., Mowday, R., & Boulian, P. Organizational commitment, job satisfaction, and turnover among psychiatric technicians. Journal of Applied Psychology, 1974, 59, 603-609.
- Rosenthal, S. M. & Mezoff, R. How to improve the cost-benefit ratio of

management training and development. Training and Development Journal, 1980, 34.

Schein, E. H. Organizational socialization and the profession of management. Industrial Management Review, 1968.

Schein, E. H. Occupational socialization in the professions: The case of the role innovator. Journal of Psychiatric Research, 1971, 8, 521-530.

Van Maanen, J. People processing strategies for organizational socialization. Organizational Dynamics, 1978, 7, 8-36.

Van Maanen, J. & Schein, E. H. Toward a theory of organizational socialization. In Barry M. Staw (Ed.), Research in Organizational Behavior, 1979, 1, 209-264.

ENCLOSURES:

JTIC FORM 50 (1 set)  
JD FORM 1473 (2 copies)  
WITH TECHNICAL REPORTS)

AD0029  
DEFENSE TECHNICAL INFORMATION CT  
ATTN: DTIC DDA-2  
SELECTION & PRELIMINARY  
CATALOGUING SECTION  
CAMERON STATION  
ALEXANDRIA, VA 22314

AD0075  
DEFENSE TECHNICAL INFORMATION CT  
ATTN: DTIC DDA-2  
SELECTION & PRELIMINARY  
CATALOGUING SECTION  
CAMERON STATION  
ALEXANDRIA, VA 22314

AD0098  
DEFENSE TECHNICAL INFORMATION CT  
ATTN: DTIC DDA-2  
SELECTION & PRELIMINARY  
CATALOGUING SECTION  
CAMERON STATION  
ALEXANDRIA, VA 22314

AD0107  
DEFENSE TECH. INFORMATION CTR.  
ATTN: DTIC DDA-2  
SELECTION & PRELIMINARY  
CATALOGUING SECTION  
CAMERON STATION  
ALEXANDRIA, VA 22314

AD0325  
OFFICE OF NAVAL RESEARCH  
CODE 442.E  
900 NORTH QUINCY STREET  
ARLINGTON, VA 22217

AD0410  
NAVAL RESEARCH LABORATORY  
CODE 2627  
WASHINGTON, DC 20375

AD0025  
DEFENSE TECHNICAL INFORMATION CT  
ATTN: DTIC DDA-2  
SELECTION & PRELIMINARY  
CATALOGUING SECTION  
CAMERON STATION  
ALEXANDRIA, VA 22314

AD0055  
DEFENSE TECHNICAL INFORMATION CT  
ATTN: DTIC DDA-2  
SELECTION & PRELIMINARY  
CATALOGUING SECTION  
CAMERON STATION  
ALEXANDRIA, VA 22314

AD0080  
DEFENSE TECHNICAL INFORMATION CT  
ATTN: DTIC DDA-2  
SELECTION & PRELIMINARY  
CATALOGUING SECTION  
CAMERON STATION  
ALEXANDRIA, VA 22314

AD0095  
DEFENSE TECHNICAL INFORMATION CT  
ATTN: DTIC DDA-2  
SELECTION & PRELIMINARY  
CATALOGUING SECTION  
CAMERON STATION  
ALEXANDRIA, VA 22314

AD0200  
LIBRARY OF CONGRESS  
SCIENCE & TECHNOLOGY DIV.  
WASHINGTON, DC 20540

AD0350  
OFFICE OF NAVAL RESEARCH  
CODE 442.E  
900 NORTH QUINCY STREET  
ARLINGTON, VA 22217

AD0420  
NAVAL RESEARCH LABORATORY  
CODE 2627  
WASHINGTON, DC 20375

AD0055  
DEFENSE TECHNICAL INFORMATION CT  
ATTN: DTIC DDA-2  
SELECTION & PRELIMINARY  
CATALOGUING SECTION  
CAMERON STATION  
ALEXANDRIA, VA 22314

AD0055  
DEFENSE TECHNICAL INFORMATION CT  
ATTN: DTIC DDA-2  
SELECTION & PRELIMINARY  
CATALOGUING SECTION  
CAMERON STATION  
ALEXANDRIA, VA 22314

AD0085  
DEFENSE TECHNICAL INFORMATION CT  
ATTN: DTIC DDA-2  
SELECTION & PRELIMINARY  
CATALOGUING SECTION  
CAMERON STATION  
ALEXANDRIA, VA 22314

AD0096  
DEFENSE TECHNICAL INFORMATION CT  
ATTN: DTIC DDA-2  
SELECTION & PRELIMINARY  
CATALOGUING SECTION  
CAMERON STATION  
ALEXANDRIA, VA 22314

AD0300  
OFFICE OF NAVAL RESEARCH  
CODE 442CE  
800 NORTH QUINCY STREET  
ARLINGTON, VA 22217

AD0400  
NAVAL RESEARCH LABORATORY  
CODE 2627  
WASHINGTON, DC 20375

AD0450  
NAVAL RESEARCH LABORATORY  
CODE 2627  
WASHINGTON, DC 20375

400400  
NAVAL RESEARCH LABORATORY  
CODE 2827  
WASHINGTON, DC 20375

A17450  
NAVAL RESEARCH LABORATORY  
CODE 2627  
WASHINGTON, DC 20375

060200  
PSYCHOLOGIST  
JNR WESTERN REGIONAL OFFICE  
1030 EAST GREEN STREET  
PASADENA, CA 91106

300300  
DR. JAMES LESTER  
OFFICE OF NAVAL RESEARCH  
DETACHMENT BOSTON  
495 SUMNER STREET  
BOSTON, MA 02210

000200  
DIRECTOR  
CIVILIAN PERSONNEL DIV. (OP-14)  
DEPT. OF THE NAVY  
1503 ARLINGTON ANNEX  
WASHINGTON, DC 20356

000300  
DEPUTY CHIEF OF NAVAL OPERS.  
DIRECTOR, HUMAN RESOURCE MGMT.  
PLANS & POLICY BRANCH (OP-150)  
DEPT. OF THE NAVY  
WASHINGTON, DC 20350

000600  
CHIEF OF NAVAL OPERATIONS  
ASST., PERSONNEL LOGISTICS  
PLANNING (OP-907H)  
THE PENTAGON, 50772  
WASHINGTON, DC 20350

000100  
PROGRAM ADMINISTRATOR FOR  
MANPOWER, PERSONNEL & TRNG.  
NAVJAT 0722 (A. RUBENSTEIN)  
800 NORTH QUINCY STREET  
ARLINGTON, VA 22217

000300  
NAVAL MATERIAL COMMAND  
NAVJAT-034 (F. GALE)  
CASA (SNL)  
CRYSTAL PLAZA #5  
ROOM 236  
WASHINGTON, DC 20360

000400  
NAVAL MATERIAL COMMAND  
NAVJAT-0243 (F. GALE)  
CASA (SNL)  
CRYSTAL PLAZA #5  
ROOM 236  
WASHINGTON, DC 20360

000600  
COMMANDING OFFICER  
NAVAL PERSONNEL R&D CENTER  
SAN DIEGO, CA 92152

000610  
COMMANDING OFFICER  
NAVAL PERSONNEL R&D CENTER  
SAN DIEGO, CA 92152

000675  
DR. ROBERT PENN  
CODE 337  
NAVAL PERSONNEL R&D CENTER  
SAN DIEGO, CA 92152

000680  
DR. ED AIKEN  
CODE 307  
NAVAL PERSONNEL R&D CENTER  
SAN DIEGO, CA 92152

A10500  
OFFICE OF NAVAL RESEARCH  
DIRECTOR, TECHNOLOGY PROG.  
CODE 279  
900 NORTH QUINCY STREET  
ARLINGTON, VA 22217

000100  
DEPUTY CHIEF OF NAVAL OPERATIONS  
HEAD, RESEARCH, DEVEL. &  
STUDIES BRANCH (OP-115)  
1912 ARLINGTON ANNEX  
WASHINGTON, DC 20350

000500  
CHIEF OF NAVAL OPERATIONS  
HEAD, MANPOWER, PERSONNEL  
TRAINING & RESERVES TEAM  
(OP-9643)  
THE PENTAGON, 44478  
WASHINGTON, DC 20350

000200  
NAVAL MATERIAL COMMAND  
MANAGEMENT TRAINING CENTER  
NAVJAT 03432  
JEFFERSON PLAZA, BLOC 2, RM. 150  
1421 JEFFERSON DAVIS HIGHWAY  
ARLINGTON, VA 22360

000500  
NAVAL MATERIAL COMMAND  
VAT-03 (J.E. COLVARD)  
CRYSTAL PLAZA #5  
ROOM 236  
WASHINGTON, DC 20360

000620  
COMMANDING OFFICER  
NAVAL PERSONNEL R&D CENTER  
SAN DIEGO, CA 92152

000700  
NAVAL PERSONNEL R&D CENTER  
WASHINGTON LIAISON OFFICE  
BUILDING 200, 2V  
WASHINGTON NAVY YARD  
WASHINGTON, DC 20374

LB0100  
COMMANDING OFFICER  
NAVAL HEALTH RESEARCH CENTER  
SAN DIEGO, CA 92192

EA0203  
CJ4. WILLIAM S. MAYNARD  
PSYCHOLOGY DEPT.  
NAVAL REGIONAL MEDICAL CENTER  
SAN DIEGO, CA 92134

LB0003  
DIRECTOR, MEDICAL SERVICE CORPS  
BUREAU OF MEDICINE & SURGERY  
CODE 23  
DEPT. OF THE NAVY  
WASHINGTON, DC 20372

EA0500  
NAVAL AEROSPACE MEDICAL  
RESEARCH LAB  
NAVAL AIR STATION  
PENSACOLA, FL 32508

EA0733  
NAVY MEDICAL RED COMMAND  
ATTN: CODE 44  
NATIONAL NAVAL MEDICAL CENTER  
BETHESDA, MD 20814

FA0100  
NAVAL POSTGRADUATE SCHOOL  
(CODE 012)  
ATTN: DR. RICHARD S. ELSTER  
DEPT. OF ADM. SCIENCES  
MONTEREY, CA 93943

FA0300  
SUPERINTENDENT  
NAVAL POSTGRADUATE SCHOOL  
CODE 1924  
MONTEREY, CA 93940

FA0500  
NAVAL POSTGRADUATE SCHOOL  
ATTN: DR. RICHARD A. MCGONICAL  
CODE 54  
MONTEREY, CA 93940

FA0700  
PROF. CARSON K. EDYARD  
NAVAL POSTGRADUATE SCHOOL  
CODE 5066  
DEPT. OF ADMIN. SCIENCES  
MONTEREY, CA 93940

FA0900  
SUPERINTENDENT  
ATTN: DIRECTOR OF RESEARCH  
NAVAL ACADEMY, U.S.  
ANNAPOLIS, MD 21402

GA0200  
OFFICER IN CHARGE  
HUMAN RESOURCE MGMT. DETACHMENT  
NAVAL SUBMARINE BASE  
NEW LONDON  
P. O. BOX 81  
GROTON, CT 06340

GA0100  
OFFICE IN CHARGE  
HUMAN RESOURCE MANAGEMENT  
DETACHMENT  
NAVAL AIR STATION  
ALAMEDA, CA 94531

GA0400  
COMMANDING OFFICER  
HUMAN RESOURCE MGMT. CENTER  
PEARL HARBOR, HI 96860

GA0500  
COMMANDER IN CHIEF  
HUMAN RESOURCE MGMT. DIV.  
J. S. PACIFIC FLEET  
PEARL HARBOR, HI 96860

GA0600  
OFFICER IN CHARGE  
HUMAN RESOURCE MGMT. DETACHMENT  
NAVAL BASE  
CHARLESTON, SC 29408

GA0700  
COMMANDING OFFICER  
HUMAN RESOURCE MGMT. SCHOOL  
NAVAL AIR STATION MEMPHIS  
WILLINGTON, TN 38054

EA0300  
NAVAL SUBMARINE MEDICAL  
RESEARCH LABORATORY  
NAVAL SUBMARINE BASE  
NEW LONDON, BOX 900  
GROTON, CT 06340

EA0600  
PROGRAM MANAGER FOR HUMAN  
PERFORMANCE (CODE 44)  
NAVAL MEDICAL RED COMMAND  
NATIONAL NAVAL MEDICAL CENTER  
BETHESDA, MD 20814

FA0201  
NAVAL POSTGRADUATE SCHOOL  
ATTN: PROF. JOHN SEVGER  
OPERATIONS RESEARCH &  
ADMINISTRATIVE SCIENCE  
MONTEREY, CA 93940

FA0600  
U.S. NAVAL ACADEMY  
ATTN: CDR. J. W. MCBRATH  
DEPT. OF LEADERSHIP & LAW  
ANNAPOLIS, MD 21402

662803

HUMAN RESOURCE MGMT. SCHOOL  
NAVAL AIR STATION MEMPHIS (96)  
WILLINGTON, TN 38094

500900

COMMANDING OFFICER  
HUMAN RESOURCE MGMT. CENTER  
1900 WILSON BLVD.  
ARLINGTON, VA 22209

501001

COMMANDING OFFICER  
HUMAN RESOURCE MGMT. CTR.  
5621-23 TIDEWATER DRIVE  
WORFOLK, VA 23511

601103

COMMANDER IN CHIEF  
HUMAN RESOURCE MGMT. DIV.  
J. S. ATLANTIC FLEET  
WORFOLK, VA 23511

601200

OFFICER IN CHARGE  
HUMAN RESOURCE MGMT. DETACHMENT  
NAVAL AIR STATION WHIDSEY ISLAND  
OAK HARBOR, WA 98278

601300

COMMANDING OFFICER  
HUMAN RESOURCE MGMT. CTR.  
BOX 23  
FPO NEW YORK, NY 09510

601403

COMMANDER IN CHIEF  
HUMAN RESOURCE MANAGEMENT DIV.  
J.S. NAVAL FORCE EUROPE  
FPO NEW YORK, NY 09510

601500

OFFICER IN CHARGE  
HUMAN RESOURCE MGMT. DETACHMENT  
BOX 6  
FPO SAN FRANCISCO, CA 95691

601600

OFFICER IN CHARGE  
HUMAN RESOURCE MGMT. DETACHMENT  
COMNAVFORJAPAN  
FPO SEATTLE, WA 98752

600100

NAVAL MILITARY PERSONNEL COMM.  
ARM DEPARTMENT (NMPC-6)  
WASHINGTON, DC 20350

400125

NAVAL MILITARY PERSONNEL  
ARM DEPARTMENT (NMPC-6)  
WASHINGTON, DC 20350

600200

NAVAL TRAINING ANALYSIS &  
EVALUATION GROUP  
ORLANDO, FL 32813

600300

COMMANDING OFFICER  
ATTN: TIC, DLUG, 2068  
NAVAL TRAINING EQUIPMENT CTR.  
ORLANDO, FL 32813

400400

CHIEF OF NAVAL EDUCATION  
& TRAINING (N-5)  
DIRECTOR, RESEARCH DEVEL.  
TEST & EVALUATION  
NAVAL AIR STATION  
PENSACOLA, FL 32508

600500

CHIEF OF NAVAL TECHNICAL TRAINING  
ATTN: O3, NORMAN KERR, CODE 017  
NAS MEMPHIS (75)  
WILLINGTON, TN 38054

600600

NAVY RECRUITING COMMAND  
HEAD, RES. & ANALYSIS BR.  
CODE 434, ROOM 8J1  
911 NORTH RANDOLPH STREET  
ARLINGTON, VA 22203

400700

COMMANDING OFFICER  
USS CARL VINSON (CVN-70)  
NEWPORT NEWS SHIPBUILDING &  
DRYDOCK COMPANY  
NEWPORT NEWS, VA 23607

600800

NAVAL WEAPONS CENTER  
CODE 094  
(C. ERICKSON)  
CHINA LAKE, CA 93555

600903

JESSE ORLANDSKY  
INSTITUTE FOR DEFENSE  
ANALYSIS  
1801 NORTH BEAUFORD ST.  
ALEXANDRIA, VA 22311

601000

NAVY HEALTH RESEARCH CENTER  
TECHNICAL DIRECTOR  
P.O. BOX 95122  
SAN DIEGO, CA 92138

100100

HEADQUARTERS, U.S. MARINE CORPS  
CODE MPI-20  
WASHINGTON, DC 20380



100200  
HEADQUARTERS, U.S. MARINE CORPS  
ATTN: DR. A. L. SLAPROSKY  
CODE M-1  
WASHINGTON, DC 20380

100300  
EDUCATION ADVISOR  
EDUCATION CENTER (E031)  
MCDEC  
QUANTICO, VA 22134

100400  
COMMANDING OFFICER  
EDUCATION CENTER (E031)  
VCJEC  
QUANTICO, VA 22134

100500  
COMMANDING OFFICER  
J.S. MARINE CORPS  
COMMAND & STAFF COLLEGE  
QUANTICO, VA 22134

J00100  
DEFENSE ADVANCED RESEARCH  
PROJECTS AGENCY  
DIRECTOR, CYBERNETICS  
TECHNOLOGY OFFICE  
1400 WILSON BLVD., RM. 625  
ARLINGTON, VA 22209

J00120  
DEFENSE ADVANCED RESEARCH  
PROJECTS AGENCY  
DIRECTOR, CYBERNETICS  
TECHNOLOGY OFFICE  
1400 WILSON BLVD., RM. 625  
ARLINGTON, VA 22209

J00130  
DEFENSE ADVANCED RESEARCH  
PROJECTS AGENCY  
DIRECTOR, CYBERNETICS  
TECHNOLOGY OFFICE  
1400 WILSON BLVD., RM. 625  
ARLINGTON, VA 22209

J00200  
DR. MICHAEL A. DANIELS  
INTERNATIONAL PUBLIC POLICY  
RESEARCH CORP.  
6905 ELM STREET, SUITE 212  
MCLEAN, VA 22101

J00300  
DR. A. F. K. ORGANSKI  
CENTER FOR POLITICAL STUDIES  
INSTITUTE FOR SOCIAL RESEARCH  
UNIV. OF MICHIGAN  
ANN ARBOR, MI 49106

AD0100  
DR. DOUGLAS HUNTER  
DEFENSE INTELLIGENCE SCHOOL  
WASHINGTON, DC 20374

AD0200  
DR. BRIAN USILAVER  
GAD  
WASHINGTON, DC 20508

K00300  
NATIONAL INSTITUTE OF EDUC.  
ATTN: DR. FRITZ MULHAUSER  
EOLC-SMD  
1200 19TH STREET, N.W.  
WASHINGTON, DC 20208

K00400  
NATIONAL INSTITUTE OF  
MENTAL HEALTH  
DIVISION OF EXTRAMURAL  
RESEARCH PROGRAMS  
3600 FISHERS LANE  
ROCKVILLE, MD 20852

K00500  
NATIONAL INSTITUTE OF  
MENTAL HEALTH  
PRIORITY GROUP MENTAL  
HEALTH PROGRAMS  
ROOM 7-112  
3600 FISHERS LANE  
ROCKVILLE, MD 20852

K00600  
OFFICE OF PERSONNEL MGMT.  
OFFICE OF PLANNING &  
EVALUATION  
RESEARCH MGMT. DIV.  
1900 E STREET, N.W.  
WASHINGTON, DC 20015

K00700  
OFFICE OF PERSONNEL MANAGEMENT  
ATTN: MS. CAROLYN BURSTEIN  
1900 E STREET, N.W.  
WASHINGTON, DC 20015

K00800  
CHIEF, PSYCHOLOGICAL RES. BR.  
ATTN: MR. RICHARD LANERMAN  
U.S. COAST GUARD  
16-P-1/2/TP42  
WASHINGTON, DC 20593

K00900  
DR. EARL POTTER  
J.S. COAST GUARD ACADEMY  
NEW LONDON, CT 06320

K01000  
SOCIAL & DEVELOPMENTAL  
PSYCHOLOGY PROGRAM  
NATIONAL SCIENCE FOUN.  
WASHINGTON, DC 20550

L00100  
HEADQUARTERS, FORSCOM  
ATTN: AFPI-HR  
FORT MCPHERSON, GA 31330

L00200  
ARMY RESEARCH INSTITUTE  
FIELD UNIT - LEAVENWORTH  
P. O. BOX 3122  
FORT LEAVENWORTH, KS 66027

100300

TECHNICAL DIRECTOR  
ARMY RESEARCH INSTITUTE  
3001 EISENHOWER AVENUE  
ALEXANDRIA, VA 22333

100300

DIRECTOR  
SYSTEMS RESEARCH LABORATORY  
3001 EISENHOWER AVENUE  
ALEXANDRIA, VA 22333

100300

DIRECTOR  
ARMY RESEARCH INSTITUTE  
TRAINING RESEARCH LABORATORY  
3001 EISENHOWER AVENUE  
ALEXANDRIA, VA 22333

100500

DR. T. D. JACOBS  
CODE PERI-IM  
ARMY RESEARCH INSTITUTE  
3001 EISENHOWER AVENUE  
ALEXANDRIA, VA 22333

100700

COL. HOWARD PRINCE  
HEAD, DEPARTMENT OF BEHAVIOR  
SCIENCE AND LEADERSHIP  
U.S. MILITARY ACADEMY, NY 10996

100100

AIR UNIVERSITY LIBRARY  
LSE 75-443  
MAXWELL AFB, AL 36112

100200

COL. JOHN W. WILLIAMS, JR.  
HEAD, DEPT. OF BEHAVIORAL  
SCIENCE & LEADERSHIP  
J.S. AIR FORCE ACADEMY, CO 80840

100300

MAJ. ROBERT GREGORY  
USAF/DFBL  
U.S. AIR FORCE ACADEMY, CO  
80840

100400

DR. FREGLY  
AFDSR/NL  
BUILDING 410  
BOLLING AFB  
WASHINGTON, DC 20332

100500

DEPT. OF THE AIR FORCE  
MAJ. ROSSART  
40USAF/MPXHL  
THE PENTAGON  
WASHINGTON, DC 20330

100600

TECHNICAL DIRECTOR  
AFHSL/MOIT  
BROOKS AFB  
SAN ANTONIO, TX 78235

100700

AFMPC/MPCPYR  
RAVDOLPH AFB, TX 78150

100100

AUSTRALIAN EMBASSY  
OFFICE OF THE AIR ATTACHE (S3B)  
1601 MASSACHUSETTS AVE., N.W.  
WASHINGTON, DC 20036

100200

BRITISH EMBASSY  
SCIENTIFIC INFORMATION OFFICER  
ROOM 519  
3100 MASSACHUSETTS AVE., N.W.  
WASHINGTON, DC 20008

100300

CANADIAN DEFENSE LIAISON STAFF  
WASHINGTON  
ATTN: C330  
2450 MASSACHUSETTS AVE., N.W.  
WASHINGTON, DC 20008

100350

LT. GERALD R. STOFFER, USN  
NAVAL AEROSPACE MEDICAL INST.  
CODE 11  
NAVAL AIR STATION  
PENSACOLA, FL 32508

100400

COMMANDANT, ROYAL MILITARY  
COLLEGE OF CANADA  
ATTN: DEPT. OF MILITARY  
LEADERSHIP & MGMT.  
KINGSTON, ONTARIO  
CANADA K7L 2K3

100500

NATIONAL DEFENCE HEADQUARTERS  
ATTN: D248  
OTTAWA, ONTARIO  
CANADA K1A 0K2

100500

DR. LUIGI PETRUCCIO  
2431 NORTH EDGEWOOD STREET  
ARLINGTON, VA 22207

100700

DR. CLAYTON P. ALDENFER  
YALE UNIVERSITY  
SCHOOL OF ORGANIZATION  
AND MANAGEMENT  
NEW HAVEN, CT 06520

070100

DR. RICHARD D. ARVEY  
UNIVERSITY OF HOUSTON  
DEPT. OF PSYCHOLOGY  
HOUSTON, TX 77004

000120  
DR. F. CRAIG JOHNSON  
DEPT. OF EDUCATIONAL RESEARCH  
FLORIDA STATE UNIVERSITY  
TALLAHASSEE, FL 32306

000510  
DR. RICHARD DAFT  
TEXAS A&M UNIVERSITY  
DEPARTMENT OF MANAGEMENT  
COLLEGE STATION, TX 77843

000700  
DR. ARTHUR GERSTENFELD  
UNIVERSITY FACULTY ASSOC.  
710 COMMONWEALTH AVE.  
VENTON, MA 02159

000910  
DR. JERRY HUNT  
COLLEGE OF BUS. ADM.  
TEXAS TECH. UNIV. (BOX 4320)  
LUBBOCK, TX 79409

001100  
DR. ALLAN P. JONES  
NAVAL HEALTH RESEARCH CENTER  
UNIVERSITY OF HOUSTON  
6800 CALHOUN  
HOUSTON, TX 77004

001200  
DR. FRANK J. LANDY  
THE PENNSYLVANIA STATE UNIV.  
DEPT. OF PSYCHOLOGY  
317 BRJCL V. MOORE BLDG.  
UNIVERSITY PARK, PA 16802

001500  
DR. EDWIN A. LOCKE  
COLLEGE OF BUSINESS & MGMT.  
UNIV. OF MARYLAND  
COLLEGE PARK, MD 20742

000400  
DR. STUART W. COOK  
INSTITUTE OF BEHAVIORAL  
SCIENCE '86  
UNIV. OF COLORADO  
BOX 442  
BOULDER, CO 80309

000520  
DR. BUENO DE MESQUITA  
UNIVERSITY OF ROCHESTER  
DEPARTMENT OF POLITICAL SCIENCE  
ROCHESTER, NY 14627

000800  
DR. PAUL S. GOODMAN  
GRAD. SCHOOL OF INDUSTRIAL  
ADMINISTRATION  
CARNEGIE-MELLON UNIV.  
PITTSBURGH, PA 15213

000900  
DR. PICHARD ILGEN  
DEPT. OF PSYCHOLOGICAL  
SCIENCES  
PUNDUKE UNIVERSITY  
WEST LAFAYETTE, IN 47907

001120  
DR. SARA GIESLER  
CARNEGIE MELLON UNIVERSITY  
DEPT. OF SOCIAL SCIENCE  
PITTSBURGH, PA 15213

001300  
DR. GIBB LATANE  
UNIV. OF NORTH CAROLINA AT  
CHAPEL HILL  
MANVING HALL 026A  
CHAPEL HILL, NC 27514

001600  
DR. FRED LUTHANS  
REGENTS PROF. OF MANAGEMENT  
UNIV. OF NEBRASKA, LINCOLN  
LINCOLN, NE 68598

000500  
DR. L. L. CUMINGS  
KELLOGG GRAD. SCHOOL OF MGMT.  
NORTHWESTERN UNIV.  
NATHANIEL LEVERONE HALL  
EVANSTON, IL 60201

000600  
DR. HENRY EMBRIAN  
THE JOHNS HOPKINS UNIV.  
SCHOOL OF MEDICINE  
DEPT. OF PSYCHIATRY &  
BEHAVIORAL SCIENCE  
BALTIMORE, MD 21205

000900  
DR. J. RICHARD JACKMAN  
SCHOOL OF ORGANIZATION  
AND MANAGEMENT  
YALE UNIVERSITY  
BOX 1A  
NEW HAVEN, CT 05520

001000  
DR. LAWRENCE R. JAMES  
SCHOOL OF PSYCHOLOGY  
GEORGIA INSTITUTE OF  
TECHNOLOGY  
ATLANTA, GA 30332

001130  
DR. DAN LANDIS  
DEPARTMENT OF PSYCHOLOGY  
PURDUE UNIVERSITY  
INDIANAPOLIS, IN 46205

001400  
DR. EDWARD E. LAULER  
UNIV. OF SOUTHERN CALIFORNIA  
GRADUATE SCHOOL OF BUSINESS  
ADMINISTRATION  
LOS ANGELES, CA 90007

001700  
DR. R. R. MACKIE  
HUMAN FACTORS RESEARCH  
CANYON RESEARCH GROUP  
5775 DAWSON STREET  
COLETA, CA 95117

001800

DR. WILLIAM M. MOHLEY  
COLLEGE OF BUSINESS ADMIN.  
TEXAS A&M UNIVERSITY  
COLLEGE STATION, TX 77843

001850

DR. LYNN J. PLYNHEIM  
HARTON APPLIED RESEARCH CTR.  
UNIVERSITY OF PENNSYLVANIA  
PHILADELPHIA, PA 19104

002000

DR. WILLIAM G. OUCHI  
UNIV. OF CALIFORNIA, LOS ANGELES  
GRAD. SCHOOL OF MANAGEMENT  
LOS ANGELES, CA 90024

002050

DR. CHARLES PERROW  
YALE UNIVERSITY  
I.S.F.S.  
111 PROSPECT AVENUE  
NEW HAVEN, CT 06520

002200

DR. BENJAMIN SCHNEIDER  
DEPT. OF PSYCHOLOGY  
UNIVERSITY OF MARYLAND  
COLLEGE PARK, MD 20742

002300

DR. NED SEELEY  
INTERNATIONAL RESOURCE  
DEVELOPMENT, INC.  
P.O. BOX 721  
LA GRANGE, IL 60525

002500

DR. RICHARD M. STEERS  
GRAD. SCHOOL OF MANAGEMENT  
UNIV. OF OREGON  
EUGENE, OR 97403

002700

DR. SIEGFRIED STREUFERT  
THE PENNSYLVANIA STATE UNIV.  
DEPT. OF BEHAVIORAL SCIENCE  
MILTON S. HERSHEY MEDICAL CENTER  
HERSHEY, PA 17033

002900

DR. MARRY C. TRIANDIS  
DEPT. OF PSYCHOLOGY  
UNIV. OF ILLINOIS  
CHAMPAIGN, IL 61820

003000

DR. HOWARD M. WEISS  
PURDUE UNIVERSITY  
DEPT. OF PSYCHOLOGICAL SCIENCES  
WEST LAFAYETTE, IN 47907

003200

DR. ROBERT HAYLES  
DEPT. OF THE NAVY  
OFFICE OF NAVAL RESEARCH  
ORGANIZATIONAL EFFECTIVENESS  
RESEARCH PROGRAMS  
ARLINGTON, VA 22217

003250

DR. ROBERT HAYLES  
DEPARTMENT OF THE NAVY  
OFFICE OF NAVAL RESEARCH  
ORGANIZATIONAL EFFECTIVENESS  
RESEARCH PROGRAMS  
ARLINGTON, VA 22217

003400

OFFICE OF NAVAL RESEARCH  
E/C REGIONAL OFFICE  
BUILDING 114, SECTION D  
206 SUMMIT STREET  
BOSTON, MA 02219

003500

MAJ. R. HARRIS  
COMMANDANT  
HEADQUARTERS, MARINE CORPS  
MPI-20, ROOM 4025  
WASHINGTON, DC 20380

001900

DR. THOMAS M. JOSTROM  
THE OHIO STATE UNIV.  
DEPT. OF PSYCHOLOGY  
115E STADIUM  
400C WEST 17TH AVENUE  
COLUMBUS, OH 43210

002100

DR. IRWIN G. SARASON  
UNIV. OF WASHINGTON  
DEPT. OF PSYCHOLOGY, NI-25  
SEATTLE, WA 98195

002400

DR. M. JALLACE SIVAKO  
PROGRAM DIRECTOR, MANPOWER  
RESEARCH AND ADVISORY SERVICES  
SMITHSONIAN INSTITUTION  
801 N. PITT ST., SUITE 120  
ALEXANDRIA, VA 22314

002800

DR. JAMES R. TERBORGH  
UNIV. OF OREGON, WEST CAMPUS  
DEPT. OF MANAGEMENT  
EUGENE, OR 97403

003100

DR. PHILIP G. ZIMBARDO  
STANFORD UNIVERSITY  
DEPT. OF PSYCHOLOGY  
STANFORD, CA 94305

003300

MR. DENNIS J. REYNOLDS  
ADMINISTRATIVE CONTRACT OFFICER  
OFFICE OF NAVAL RESEARCH  
NIT  
ROOM E19-628  
CAMBRIDGE, MA 02139

003600

MAJ. R. HARRIS  
COMMANDANT  
HEADQUARTERS, MARINE CORPS  
MPI-20, ROOM 4025  
WASHINGTON, DC 20380

03760

-APT. 4. T. EYLER  
 DEPT. OF THE NAVY  
 ARLINGTON ANNEX  
 DP-15, RUM GB1  
 -CLUNIA PIKE  
 ARLINGTON, VA 20370

400203

JOYVA GREEN  
OFFICE OF NAVAL RESEARCH  
ORGANIZATIONAL EFFECTIVENESS GR.  
(CODE 992)  
APLINGTON, VA 22217

02103

LIBRARY  
NAVY PERSONNEL R&D CTR.  
DEPARTMENT OF THE NAVY  
SAN DIEGO, CA 92152

[illegible]

**ප්‍රකාශන**

CAPT. A. T. EYLER  
DEPT. OF THE NAVY  
ARLINGTON ANNEX  
UP-15, ROOM 6801  
COLUMBIA PIKE  
ARLINGTON, VA 22370

3924:07

ROBERT F. MORRISON, PhD  
PERSONNEL RESEARCH PSYCHOLOGIST  
DEPARTMENT OF THE NAVY  
PERSONNEL RESEARCH & DEVELOPMENT  
CENTER  
SAN DIEGO, CA 02152

**Services**

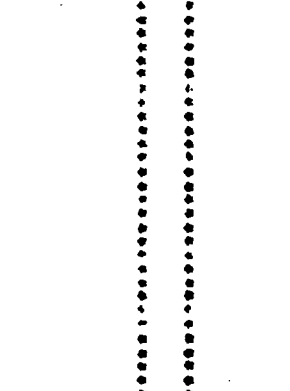
DR. ARTHUR BLAIVES  
HUMAN FACTORS LABORATORY  
CODE N-71  
NAVAL TRAINING EQUIP. CTR.  
ORLANDO, FL 32813

030157

OF-ICE OF NAVAL RESEARCH  
RESIDENT REPRESENTATIVE.  
41.T. - E19-529  
CAMBRIDGE, MA 02139

302050

CDR. HARDY L. MERRITT  
NATIONAL DEFENSE UNIV.  
MOBILIZATION CONCEPTS  
DEVELOPMENT CENTER  
WASHINGTON, DC 20319



The diagram shows a rectangular domain divided into two vertical regions. The left region is labeled 'Region I' and the right region is labeled 'Region II'. The boundary between them is a vertical line. The top and bottom boundaries are horizontal lines. The left and right boundaries are vertical lines. The domain is filled with a grid of small dots.

